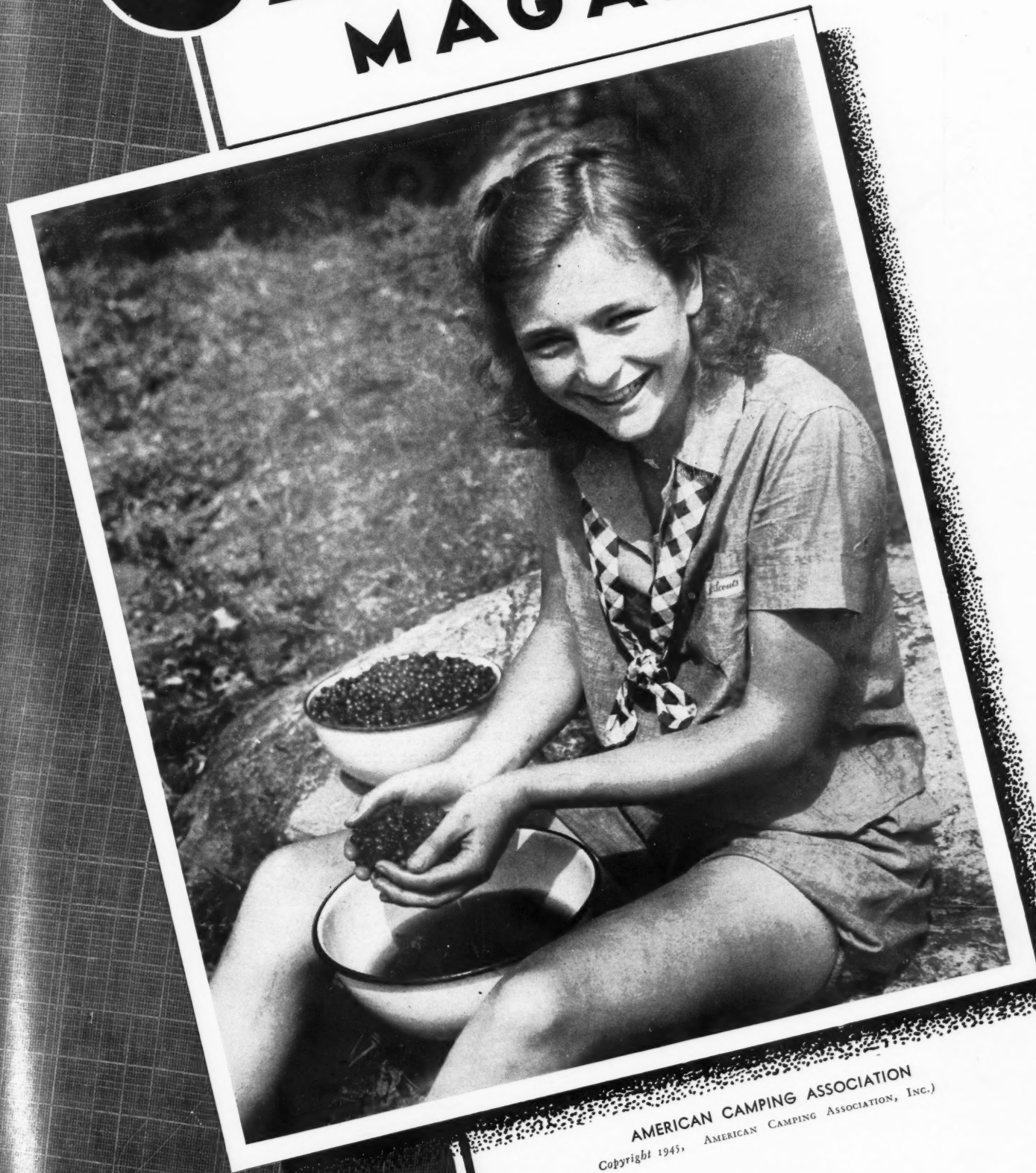


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# The CAMPING MAGAZINE



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NOVEMBER

1945



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# The Camping Magazine

Official Publication  
American Camping Association, Inc.

## NOVEMBER, 1945

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Published Monthly  
November through June

Membership through 30  
sections of A.C.A. includes  
Camping Magazine Subscription:  
for non-members, \$2.00  
a Year.

(\$2.25 Canada; \$2.50 Foreign)

Entered as second-class matter December 24, 1934, at the post office at Ann Arbor, Michigan, under the Act of March 3, 1879. Published monthly November through June at 305 Maynard St., Ann Arbor, Michigan, by the American Camping Association, Inc., 343 S. Dearborn, Chicago, Ill. The Editor and Editorial Board are not responsible for views expressed in signed articles. Eastern Advertising Representative: The Macfarland Co., 289 Fourth Ave., New York City 10.

# Organized Camping - Already a Profession

By

Frederick L. Guggenheimer

THE several articles appearing in recent issues of *The CAMPING MAGAZINE*, beginning with that of Miss Barbara E. Joy in the November issue, entitled "Organized Camping—Someday a Profession or Forever a 'Movement' ", followed by that of Harleigh B. Trecker in the February issue, entitled "To Be Or Not To Be—A Profession of Camping," and of Sanford Solender in the March issue ("Group Work and Camping"), together give an interesting and stimulating basis for thought and discussion by all persons seriously concerned with the present status as well as the future of organized camping.

As a prelude to any discussion of this subject it seems to me that it becomes important—indeed essential—to consider again what we mean by "education" which is concededly a "profession," and of the place of camping as one specialized instrument in the educational process.

In the study on "The Place of Organized Camping in the Field of Education," originally prepared by a committee of the New York Section of the A.C.A. some years ago, and recently revised for and issued by the National organization, the definition of education which was deemed acceptable to camp directors was stated as follows:

"The concept of education which we accept as a basis for this study is that of a continuing process whereby the individual is led on by interest from one experience to another in such a way that he acquires the knowledge, skill, habits and appreciation which will mean greatest enrichment of his life. But more than that, education must so develop the individual that he will be able to adjust to the social order in which he must live and operate."

It seems to me that the traditional misconception basic to this whole problem, and which is illustrated in the series of articles under consideration, is that the concept of professional education is confined to the "school," that the school is the sole and exclusive educational institution today, and that the teacher is still the sole and exclusive professional educator. This was once true when the popular concept of education was formalized teaching of specific subject matter, but in my opinion that concept is outmoded,

I hope, forever. This misconception is illustrated by a sentence in Mr. Trecker's article, where on page 18 he says "Perhaps we should ask the question: is camp direction or leadership genuinely unique? Is it so different from what the professional social worker or *educator* does?" (The italics are mine.) Evidently Mr. Trecker is here thinking of "educator" exclusively as "teacher." Again in Mr. Solender's article he is so sure of the fact that camping is something separate and distinct from education, or its synonym, the school, that he would seek to find a place for and incorporate it into what he apparently, as a group worker, deems to be the newly emergent professional status of organized "group workers." Indeed, it would seem to me that even Miss Joy in her original article supports to some extent what I believe to be this basic misconception, by urging the future professionalization of what she called "the camping movement."

The point that I would wish to make, as briefly as possible, and to stress, is that educators should not, indeed cannot, be cut up and segregated into a number of separate and unrelated professional groups—the teacher, the camp leader, the group worker, the physical educator, etc. Education is, and should be thought of as an integrated continuous process, and that the teachers, the camp leaders, the group workers, etc. are each a member of the larger, all-inclusive professional group of educators. In passing, I especially reject the insistence (rather smug, it seems to me) that the camp leader should be absorbed into the field of organized "group workers." Here again there would appear to be a serious misconception of the function of the camp in the educational process. Far from its falling within the exclusive field of "group work," I know of no field of education in which the individual child, its interests, its personality, its social adjustments, are more earnestly dealt with than in the camp. It is the one branch of education which is qualified and prepared by its very nature and the conditions under which it functions to deal with the development of every phase and aspect of the individual and his separate and unique personality traits and interests, skills, and spiritual and social adjustments.

(Continued on page 28)

# University of Michigan Fresh Air Camp

## *A Special Purpose Camp*

By

F. N. Menefee

THE status of a civilization can be measured in more than one manner. One of the most important ways in which to gauge that term as applied to a people is to grade its treatment of its youth, either by some arbitrary standard or by comparison with what other people do.

Probably the best arbitrary standard would be that every child should have a good home, with healthy, intelligent, understanding, trained-for-parenthood fathers and mothers, who are interested in the welfare and development of their child and who are willing to sacrifice many of their own pleasures for the child's good.

Along with the foregoing, most students of the subject would specify more than one child, preferably at least three, without undue poverty. Material wealth would not be required. Ample educational opportunity would be added, together with plenty of space such as a child might get in the country or in a town of not more than 25,000 population, medical care within reasonable economic and geographical reach, and some duties and responsibilities as fast as the child showed capability of assuming them.

Other specifications could be cited. While the United States provides the best over-all treatment in the world for children, most of us would agree that we fall far short of the ideal standard that any one of us might set.

Some secular population trends cannot be controlled, such as decentralization of population of any of our large cities. In many cases this makes a substitute for the natural environment of man not only beneficial, but necessary. Recognition of this fact is back of the camp, hostel, and recreational demonstration area movements throughout the country.

In spite of our relatively high standard as a whole, we are woefully short of acceptable attainment in by far too high a percentage of families. Of the unacceptable, the mildly neglectful type of parent of course predominates. Within the boundaries of that type, and the positively vicious and brutal, which fortunately is relatively rare, we find every possible kind of mistreatment of children.

A few years ago, a boy was brought to the University of Michigan Hospital with feet so badly frozen that they had to be amputated. Newspaper reports

said that he had been locked in a cellar by way of punishment. A recent newspaper account tells of a four or five year old girl who was killed by a blow from an ax by her father or stepfather because she did not dress herself as fast as he thought proper. Not long ago one of our affiliated agencies reported five children abandoned by their father and mother. The oldest was a girl of 13. They were living in a box-like structure about ten feet square on the outskirts of one of our industrial communities. There was one bed, some broken furniture, and a hole in the floor for a toilet. Taken to an agency, bathed, shampooed, and fed, they were reported to be normal children. Without the services of the agency, they would never have become normal adults.

Vera Connolly\* reports vicious practices in parts of our country relative to jailing young people, a practice which, even in good jails, is of doubtful benefit, and which should not be permitted except in extreme circumstances. Her story sounds incredible, and is an indictment of the severest nature on each and every community where the conditions she describes are extant.

Mistreatment of the child often leaves ineradicable psychological scars. The sooner a case is discovered, diagnosed, and a remedy provided by improvement in the home situation, or by the best available substitute therefore, the greater are the chances that the child will become an asset to the country instead of a liability.

The University of Michigan Fresh Air Camp attempts to provide the free outdoor open air therapy so well exemplified by the many types of camps affiliated with the American Camping Association, with observation and diagnosis of the camper by experts, and with the best follow-up program that the agency concerned can devise.

With the 1945 season, the University of Michigan Fresh Air Camp was 25 years old. Started by Lewis C. Reimann in 1921, (who at the time was Director of Presbyterian Student Work, closely associated with the University Student Christian Association), it has grown from a summer camping expedition on rented property near Port Huron, Michigan to a nationally known camp for needy boys, a unique

\* Woman's Home Companion



educational enterprise, and cooperative project between some thirty social agencies in the southeast portion of the state working with the University.

At the present time, this camp for boys, school for graduate students in education, sociology and social work, diagnostic institute, and social service project is administered by an official committee of University Staff, appointed by the President of the University. This committee of five is assisted by an advisory or consultation committee of ten faculty members and twelve prominent citizens of the state. The property, all owned by the University, consists of 275 acres of land, twenty-four miles from Ann Arbor, lying between 1300 acres of University Natural History Laboratory known as the Edwin S. George Reserve, and a group of six confluent lakes, totaling a length of four or five miles. This physical plant is very close to a state owned recreational reserve of several thousand acres known as the Waterloo project, and is within hiking distance of two University experimental forestry tracts.

There are 27 buildings, a good deep well water supply, electric heaters for dish water and showers, and sanitary system approved by the state. The kitchen is large and airy, and has ample refrigeration facilities. The program and administration building has five stone fire places, a stage, four single dorm rooms, and library in the basement overlooking the lake shore. One building is devoted to class room discussions and study. There is a good dock, and provision for swimming and boating, a shop building, hospital, fourteen cabins for boys, and a women's dormitory.

The project has been closely connected with the Student Christian Association (now Student Religious Association) from its inception. It has been generously supported by students and faculty, by alumni and friends of the University who are interested in giving the needy or neglected boy an opportunity to come under the influence of persons interested in applied religion, education and social service, not only for a four weeks period each year, but throughout the year, to a greater extent than may often be the case in his local environment. The boys are chosen and sent to the camp by some thirty social agencies in the metropolitan area of Detroit.

The counselors are mature persons, both men and women: school superintendents, principals, teachers, ministers, students preparing for the ministry, and social workers. For the most part all are graduate students in the University. They receive tuition, board and room for their duties as counselors. The usual schedule calls for six hours of credit for nine weeks at the camp.

The purposes of the camp cannot be stated in a word or a sentence. In general, it may be said:

1. The camp is for the boy from 9 to 13 years of age, of normal I.Q., who is not making acceptable progress or adjustment in the various situations which surround him in his daily living. Not making acceptable progress may mean he is not getting along satisfactorily in school. It might mean that his difficulties may have attracted the attention of the police or juvenile authorities, who are in doubt as to how to handle the case. It might mean that he was sub-normal in health or in social development in school.
2. The camp is for the child who may be worried about home conditions—parental neglect, or rejection for some cause to him unknown, or who may have a physical defect that reduces his vitality or perhaps produces an inferiority complex.
3. The camp's purpose is to seek the basic reason for his lack of acceptable progress, through
  - A. Prehistory of the boy before he enters camp
    - a. from questionnaire filled out by school
    - b. from questionnaire filled out by boy
    - c. from questionnaire filled out by parent or guardian
    - d. from questionnaire filled out by the agency responsible for him.
  - B. Four weeks' study of the boy's reactions to the many life situations in camp, and to his adjustment to the group in a natural and favorable environment. While in camp the boy is in the charge of a counselor who is a graduate student in education, sociology, or social work.
  - C. Special study made when the case is one of outstanding difficulty. The counselors and the camp staff, consisting of at least three University teachers (chosen for their knowledge of adolescent child psychology) and the resident director may combine their efforts when it is deemed necessary. A limited number of clinics are held, to all of which agency representatives are invited to attend and to participate.
4. In addition, it is the purpose of the camp to diagnose and suggest a possible treatment for the difficulty by sending a report to the social agency responsible for the boy, with the *expectation* that the agency will study the report and make some definite attempt to utilize the material in a follow-up program. The follow-up by the agency is important. The camp administration prefers not to take children from agencies not disposed to utilize the result of the diagnosis made.

The camp is not interested in merely conducting a boys' camp. There would be little point in the

(Continued on page 31)

# Preventive Medicine in Camp

*An Address Given to the Chicago Camping Association in May, 1945*

By

Kate Pelham Newcomb, M. D.

IN the course of my private practice, I was called one day to see a new family, all of whom were ill with scarlet fever. The sickest—a little boy of six—was looking me over and finally he burst out with: "Are you a working doctor, or just a talking one?" As I am a North Woods doctor, the answer is simple: I belong to the first group and my ability to share "verbally" is not always too great.

My first introduction to camp work was about ten years ago when a camp director called me and asked if I knew anything about eczema. The camp had so many cases of it, and the intern on the camp staff was flooded. (Those were the good old days when we were cast out of college able to do beautiful surgery, but unable to recognize whooping cough or measles.) Anyway, "Could I come?" I could, and I did.

Camp was about to close, and the eczema proved to be impetigo. We rolled up our sleeves and for a day or two, the boys looked like circus clowns, but we sent them home looking fairly respectable. From then on, I had more or less contact with this camp, finally took over as medical director, and my camp education began.

In our consideration of camp health, let's begin with the nurse, for after all, the success of all things medical in camp is in her hands. If she co-operates well with the counselors, gets along with the children and meets their problems intelligently, the infirmary will be a place of joy, and vice-versa.

I have talked with many camp nurses, and find that most of those who did not get along had the wrong slant on what was expected. When you are working under high tension in the city, a summer in the North Woods sounds enticing: one thinks of swimming, sun bathing, and long, dreamy leisure hours. Perhaps the care of a hundred or so campers will take an hour or even more a day—but even so. . . .

Then the nurse arrives. Camp nursing turns out to be a full time job, and that is where trouble starts. However, all of this can be avoided if the director and the nurse have a frank understanding before the camp opens.

Of course, the nurse must have a rest hour and some hours for recreation daily, but, on the other

hand, when she is on duty, she must expect to give her best. She must realize that there will be bed patients who must be cared for as hospital cases. She must know that children often come to the infirmary for very trivial things, or things apparently trivial. Patients come to a doctor's office the same way, but it is often because they are "down" for some reason and need a "lift." I hate to see children "shoved" out of the infirmary unless we are sure their being there is just monkey business.

We can also explain to the nurse that *system* in the infirmary is important, and that office hours can be established and adhered to.

First of all, however, the nurse should arrive with a full knowledge of what lies before her. What seems to me to be the next important feature of camp medical life is establishing an understanding and cooperative relationship between the nurses and the counselors who live with the campers.

In the camp where I have been medical director, the infirmary department meets with the counselors and sectional directors just before the opening of camp. At that time we try to explain our aims and methods, that we want each child to go home from camp in good health, rested, with a minimum of weight loss or better still, a gain, and with as few infirmary hours and visits to his credit as possible. However, if he needs to be there we want him there.

We ask the counselors to give their campers the "once over" daily, to note whether a child looks tired, is irritable, has "sniffles" or a tickling cough, and also to note any loss of appetite. All of these are forerunners of illness which, if taken early, can perhaps be avoided. Such cases should be brought to the camp medical department early for consultation. The smaller children need to be questioned as to their bowel movements.

This conference should establish a good cooperative feeling between nurse and counselors, and that is what we must have for a successful medical program. Counselors themselves should report their own symptoms likewise. Many colds, etc. develop from counselors who feel that "the show must go on" and who do not take adequate care of themselves.



Just before conferences the nurses carefully check the medical records of each camper, and at the close of the meeting they discuss the abnormalities and idiosyncracies of the individual with the sectional directors and counselors. "Forewarned is forearmed."

My greatest interest in camp health lies along the lines of preventive medicine. Following are some of the steps we have worked out.

1. After the campers come from the train and are checked at the camp office, they come directly into the medical department for check-up before getting their cabin assignments. This check-up covers only weight, temperature, a rapid check of eyes, nose, ears and skin for acute conditions, and feet for fungus infection. This enables us to catch any germ before it has made its rounds of the camp. We have found scabies (explained as more eczema), chicken pox (dismissed as pimples), and measles—"yes, brother John just got over them but my little boy just couldn't bear to miss camp"). Of course we have found pink eye, colds, sore throats, etc. This has not been all at one time, however, but the discoveries have probably prevented the spread of many colds, sore throats, and other ailments.

Any foot infection is treated at once, and red throats, colds or temperatures are "bedded down" in the infirmary. This procedure takes but a relatively short time, and as the campers go from us to food, it does not seem to dampen their spirits.

**A camper's activity should be geared to his vitality.**

*Photo by Arthur C. Allen*



2. All campers are weighed weekly and after camp trips. Any undue loss of weight is noted and called to the attention of the counselor who sees that either a camper's activities are restricted, or that more rest is ordered. I find quite a number of children who need a day in bed after a trip, and they take it gladly. The four cylinder child just cannot keep up with the twelve cylinder one, and yet one cannot drop the entire program to the four cylinder level. In the camp that I have been quoting, they try to strike a happy medium in the program, and then give extra food and rest to the low vitality group. The parents surely appreciate this care, too. So many of them have expressed themselves accordingly.

A third measure in preventive medicine in camp is ear care. All ears are checked at the initial examination mentioned, and those with impacted wax are noted. This is removed before the camper starts swimming. It surely has lessened ear difficulties.

4. All overnight trips are checked out and in the infirmary. This way we get any little cuts and scratches or rashes that may have developed. All incoming trippers take warm soap showers just in case they may have met up with poison ivy. To prevent undue sunburn, hats are worn on trips out of camp, and swimming suits are not worn on trips.

5. All private first aid kits are confiscated. There is no doctoring in the cabins. All trips, of course, have a first aid case packed by the infirmary.

6. We try to catch the common cold at the first snuffle or cough; we isolate it at once, and proper treatment usually nips it in the bud. In my private practice, I have been trying out a new treatment this year. So far it is working, so we shall use it this summer. Colds are most contagious in their first three days, and so just early isolation alone will prevent their spread.

7. All of these preventive measures are of little avail if dishes are carelessly handled, because dishes are germ carriers of the first order. With properly washed dishes, diarrhea may be nipped in the kitchen. The mechanical dish washer, with scalded dishes and no wiping, is ideal.

8. All kitchen help, and all staff members should have pre-camp medical examinations similar to those the campers have. They should check into the infirmary at the beginning of camp. We suggest examining all kitchen help routinely once a week.

Now I have some odds and ends of health comments.

1. A daily written report should be placed on the director's desk by the nurse each morning just as soon as she has the day lined up. A supplementary report should be placed there if new cases develop during the day. I cannot imagine anything any more

*(Continued on page 29)*



# Let's Have Fun!

## *Camping For the Handicapped*

By

Edgar T. Stephans

"What is so rare as a day in June  
If ever come perfect day"—  
When the world of childhood is found a'tune  
In the laughter of children at play.

**N**ESTLED among the gently rolling wooded hills of southern Wisconsin are many small lakes upon whose shores are found numerous estates, large and small—estates which sometimes become burdensome as the older generation makes way for the younger with its divergent social and business interests.

One such 38-acre estate, 30 miles west of Milwaukee and with almost a mile of shoreline on Crooked Lake, was purchased early this spring by a Chicago organization, the Outing Association for Crippled Children, to be used as a camp with specialized facilities and services for crippled children. All summer long, it resounded with the shouts and laughter of "city kids" as they reveled in the freedom, the sunlight, the fresh air, and the tall trees of one of nature's beauty spots. These acres roughly fall into the following classification: 6 acres of level play

The Craft Shop—Crooked Lake Camp.



space; 12 acres of non-marshy lowlands with flowers, berries, pheasants, and rabbits a'plenty; 11 acres of open woodland, suitable for play, hikes, or rest; and 10 densely wooded acres, heavy with underbrush, ideal for overnight camps and "pioneering" activities. In addition, 9 acres of water and a half-acre of island are under the sole jurisdiction of the camp.

The acquisition of this site makes possible the full development of two philosophies of camping for crippled children:

1. The equipment, facilities, personnel, and program of a camp for crippled children should be such as to serve the needs of the particular group for which the camp is responsible. Each child should receive the amount and kind of sheltered experience indicated by his physical limitation. He should have every opportunity to go "a-field" as far as possible and to "rough it" and "pioneer" to the extent of his physical ability.

2. Every camper should have fun. (The writer has visited camps where fun did not appear.)

Credited with being the first organization to provide a camping experience for crippled children, the

Outing Association for Crippled Children long has felt that an ideal camp setting should provide opportunity to participate in a variety of experiences ranging from a sheltered situation with bathrooms and showers, plenty of hot water, and adequate protection from the elements, to the opposite objective of "roughing it" in the woods, with overnight hikes and lean-to shelters erected by the "pioneers" themselves; in one situation, meals served with an observance of all the niceties of a summer resort hotel; in the other, bacon crisped over a bed of embers and twisted dough baked on the end of a hardwood stick; in the sheltered situation, vegetables raised by the children in their own garden plot; in the other, a simulation of the food garnering efforts of the early woodsmen.

Physical limitations and the post-convalescent period of some crippled children make necessary heated buildings and the personal care which can be provided in settings such as this on Crooked Lake. Even in Chicago, we find houses where a single cold-water tap constitutes modern convenience. Showers and tubs for children from these areas bring a new experience and one well worth providing.

**Main Camp Building with tubular fire escape and cement ramps for use by handicapped campers—Crooked Lake Camp.**



The main building, pictured here, cost \$110,000.00 approximately 20 years ago and has been kept in the best of condition. It contains three spacious screened porches where games and activities continue in inclement weather. One porch serves as a dining room for more than 40 persons at one time. There are sun rooms, parlors, dining room, kitchen, clinic, lavatories and bathrooms, toilets, bedrooms, and office space on the first floor. A small hospital unit is adequate for surgery in case of emergency. The second floor has sleeping accommodations for 40 children and staff, with showers, tubs, toilets, and clothes-closets in ample number. Two stairways and two tubular fire escapes provide easy exits in case of need. An electrically-operated elevator serves the second floor for children in wheelchairs or with cardiac conditions. Two central heating plants, a central refrigeration unit, and two pumping systems supply these necessities.

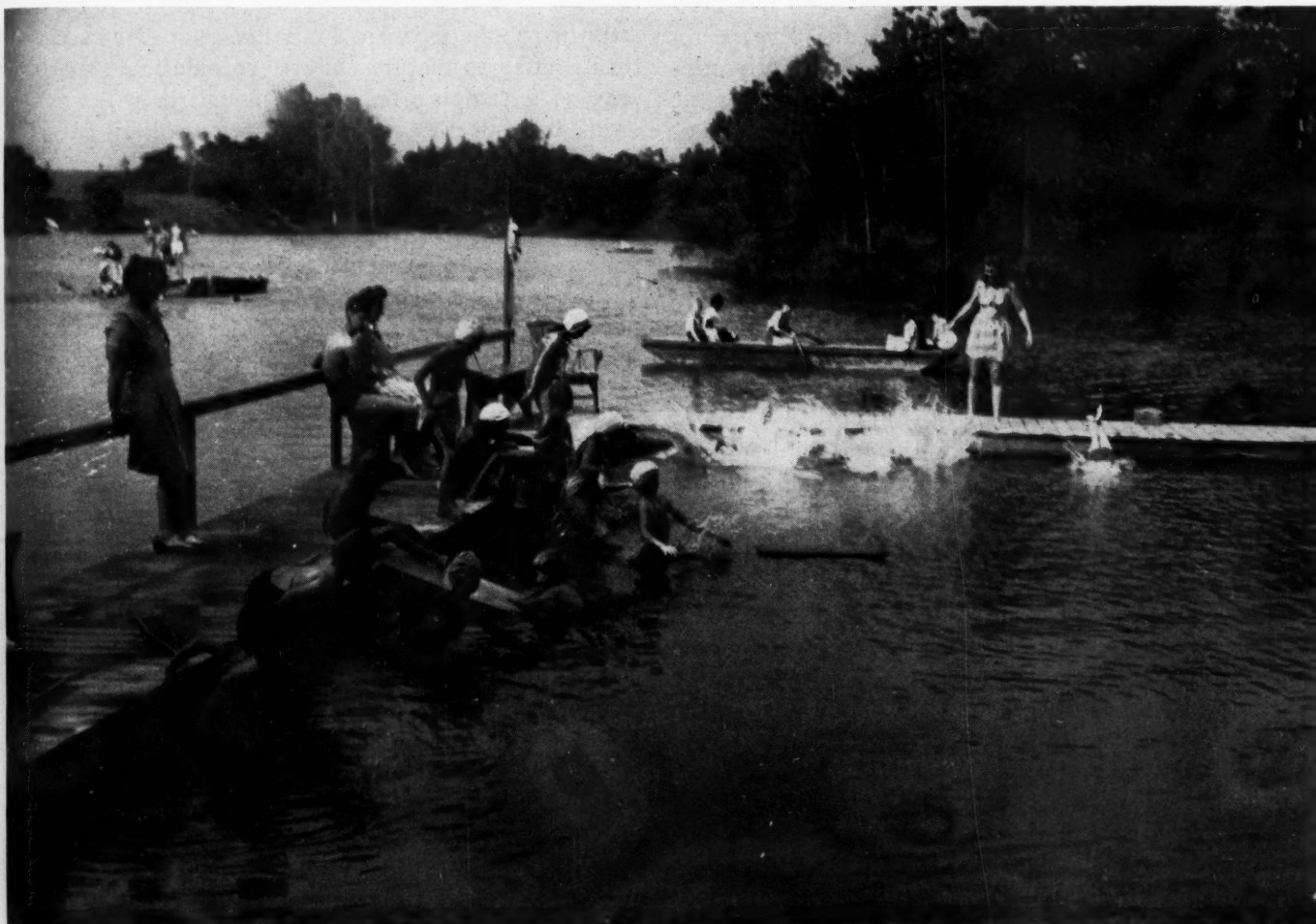
A crescent-shaped shoreline bounds one side of the waterfront, and an L-shaped pier, 100 feet in length, bounds the opposite side and separates the sand bottomed, protected area for beginners from the deeper

waters for experienced swimmers. Every child, except those with open sinuses or respiratory disabilities, is given an opportunity to learn to swim. Even Benny, with a congenital absence of lower legs, left fore-arm, and impaired right hand, finds himself at home in the water and enjoys swimming tremendously. A diving raft anchored in 12 feet of water 50 yards from the pier serves as the goal for graduates into the experienced swimmer group. Each swimmer, regardless of his handicap, is expected to enter and leave the water under his own power. A smooth metal slide makes possible this ego-stimulating accomplishment.

Hot and cold showers for swimmers are located in the spacious basement of the main building and are reached by means of a ramp. There are no steps in any section of the grounds outside of the buildings. All walks are 5 feet wide and constructed so that no ramp has a grade greater than 7%. This provides easy movement for cardiac and ambulatory disabilities and makes possible the use of wheel chairs over a large portion of the camp.

Numerous boats are available under supervision,

Having fun swimming—Crooked Lake Camp.





and an 18-foot flat bottom scow provides safe boating pleasures for every child—even those in wheelchairs. Fishing is an everyday sport and there have been some nice catches of wall-eyes.

Two four-week camp periods were held this summer. It appears that three periods of three weeks each would be more feasible and at the same time increase by 50% the number of children served. During the past season forty children attended each period. As additional sleeping quarters are constructed, more children will be admitted until a peak load of approximately eighty per period is reached. Owing to the fact that a new program had to be worked out for this new location, placement was made only for campers who were able to climb stairs and get about camp by themselves. In future years, placement will be made for the more severely handicapped who are able to take partial care of their personal needs.

Each applicant is required to have a physical examination prior to admittance and must have the recommendation of his family physician or the physician of the referring agency with specific indication of activities in which the child may not engage. Children with poliomyelitis, amputations, and congenital conditions constituted the greater number of campers for the 1945 season. Carl Johnson, who has been caretaker on this estate for more than 30 years, remarked, "You know, these kids were awfully crippled when they first came out here but they went home able to do a lot of things they couldn't do at first, and we just didn't think of them as being crippled."

Ability to pay has no bearing upon admission to camp. It is felt, however, that families who are able to pay should do so and a sliding scale has been adopted starting at \$3.50 per week.

The camp at Crooked Lake was staffed with nurse, physiotherapist, swimming instructor and life-guard, cooks, attendants, kitchen help, nature study counselor, and one counselor for each four children. Immediate medical care and hospital facilities were available in case of emergency. Age limits ranged from 8 to 14 years.

Every camper, crippled or able-bodied, should have fun; should have the joy of physical exertion, achievement, and relaxation in proper proportion; and should go to sleep hoping that the hands of the clock will fly swiftly so that the adventures of the new day more quickly may be pursued. This second philosophy, exemplified in the camp at Crooked Lake, might well be hung on the wall beside the fireplace as a framed motto—"Let's Have Fun"—*fun* with a purpose; *fun* under sympathetic and skilled guidance; *fun* adapted to the physical limitation of the camper; but, nevertheless, *real fun*.

## Need for Special Camps

During the summer of 1944 a study to determine the extent of need for special camp facilities in the Chicago area was made by Mrs. Frances Karlsteen, then with the Illinois Association for the Crippled, and associated with the author who assisted in the study. The general conclusion of this study follows:

"Investigation indicates that approximately one-third of the orthopedically crippled children in Chicago special schools belong in a specialized camp with facilities and services set up to meet their particular needs. It was not determined how many adolescents or young adults not in school might also qualify.

"Approximately one-third of the total number of orthopedically crippled children in Chicago special schools are too seriously handicapped to participate in the activities of the usual camp for crippled children. Their handicaps are such as to require much personalized attention including feeding, lifting, bathing, toilet assistance, etc. These children should be given vacation experiences in a convalescent home or country home setting, where they can share in group living and participate in group activities in keeping with their capacities. Leadership in such settings should emanate from the counselor rather than a nurse, so that the children consider the experience as a camping one, even though they do not swim, hike, boat-ride, or participate in other activities ordinarily associated with camp living.

"Approximately one-third of the orthopedically crippled children in Chicago special schools have so little physical impairment that it need not interfere with regular camp living. These children can compete favorably with the non-handicapped in activities such as swimming, hiking, boating, etc., and do not require special programs, treatment, or close medical supervision. Camp experience with the non-handicapped would be a means of growth and development both for the non-handicapped and the handicapped. Children brought together under supervision of a camp counselor interested in developing sportsmanship and leadership should develop tolerance, understanding, and appreciation of the differences of one another. It would help in getting the handicapped child ready for competitive living in an adult world. To accomplish this goal will require special emphasis to camp directors, personnel of special schools, and parents of crippled children. Until such an educational program is undertaken, specific figures as to the number of children who can participate in camps for the non-handicapped are apt to be speculative.

(Continued on page 23)

# Sometimes the Handicapped Give More Than They Receive

By

Frances Ash

IT'S the old story of man bites dog! When handicapped children go to camp it's the usual procedure, but when handicapped children become a part of the normal camp program THAT'S NEWS!

We looked toward the fifth and last session at Camp Alice Chester, Milwaukee County Girl Scouts, with fear and trembling—the handicapped girls were coming out—five of them; two cardiacs and three spastics. Mrs. Walter Mitchell, trained nurse and leader of the handicapped troop, was coming too. (Heaven bless her! She was giving up one week of her two weeks' vacation in order that these girls might enjoy the out-of-doors.) That, however, solved only one of our problems. What about the hundred and fifteen lively, healthy, enthusiastic Girl Scouts? What about the staff? How would they react? Most of the campers and staff had never seen the results of spastic paralysis! They had no idea of the effect this demon produces. What about meals? What about program? But Mrs. Mitchell set us straight at Unit Leaders' meeting on this score:

"There but for the grace of God stand you or I. This thing might have happened to us. Compare a spastic with a telephone switchboard where all the wires are pitifully, hopelessly, uncontrollably crossed, and wrong numbers keep ringing. When a spastic's brain gets a message to move the right arm, the left foot may get the impulse and fly out. Their nerve centers are jumbled and don't function properly. These girls aren't mental cases. All three are normal or above in intelligence. Tell your girls this. They'll understand!"

These three girls resemble indeed a switchboard with tangled wires. Mary is out of a wheel chair only at night. (She sits alone all day watching and waiting while her mother is at work. Her mother could not understand why any one *wanted* to bother with Mary for a whole week!) Rose is in and out of a wheel chair, that is if there is any one who can help; she is unable to feed herself; she has spent long, weary years trying to master the simple motion of wiping her chin. Jean walks—but slowly, unsteadily.

We housed the five girls and Mrs. Mitchell in one cabin as part of our youngest unit. "Father," our

caretaker, built a ramp so that the wheel chairs could be easily rolled into the Lodge. The Program Aides became so interested in helping that they almost forgot the other campers. That's how we handled our handicapped girls. We ate with them; they shared our cook-outs; they visited points of interest at camp; they became a part of Scouts' Own and evening campfires. They had as much fun on "games night" as any one else even if they must of necessity sit and look on. (Mrs. Mitchell explained these cardiac and spastic cases are quite accustomed to watching.) The climax came when the three spastics went SWIMMING! Yes, indeed, they went SWIMMING! The waterfront staff took personal pride in holding the girls in the red cap area. What good fun they had splashing and screaming with delight!

All too soon the week came to an end. The night before our new friends left us for the city we had an all-camp camp fire in their honor—the Camp Council figured it out as a surprise. Each unit made a wish for those who were leaving; one unit wrote poems telling of the fun we had had that week; another unit made and presented to each a pin of wood with her very own name burned thereon by the sun's rays through a magnifying glass. The staff expressed the wish that next year these same five would return and bring more of their friends. Then we sang as the five settled to warm, friendly embers.

No one in camp that week failed to gain from this experience. We staff suddenly realized how relatively simple our twenty-four hour day was compared with Mrs. Mitchell's, for she must not be away from her charges longer than fifteen minutes at a time, must dress and undress three of the girls and tend to all their needs, and must even feed to one the very bread which gave her life. The Program Aides began to learn the real meaning of service. Mrs. Mitchell felt the glow of satisfaction which comes with a week well spent. The campers ceased to gape and whisper and accepted their five sister Scouts on an equal basis because "everybody likes everybody" (as Mary so aptly put it). The staff and campers alike learned from Mrs. Mitchell and her

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# Day Camping

By

Reynold E. Carlson

## INTRODUCTION

THE last few years have seen a rapid expansion of various types of programs under the name "day camping". These have been administered by many kinds of agencies, both public and private. It has been only natural that the term "day camp" has come to be loosely applied, often to programs having but little relationship to camping or to the providing of outdoor experiences.

It is the feeling of many day camp and resident camp leaders that on the basis of the last few years' experience it is now time to define the term "day camp" and to formulate standards. Therefore, at the request of the American Camping Association, the Chicago Section of the Association appointed a committee to work on this problem. This committee has met several times from February to May 1945 and has prepared the following preliminary statement. It is hoped that this report will be of value to those directing day camp program or planning the establishment of new day camps and that suggestions and recommendations for the improvement of this report will be made.

Reynold E. Carlson, *Chairman*  
Dorothy M. Brown  
Lucy P. Carner  
Ernest Goranson  
S. D. Gershovitz  
Mrs. Robert D. Hicks  
Stewart Richter  
Mrs. Frank W. Sullivan

Source of Material: *Marks of Good Camping*—American Camping Association. *The Day Camp Book*—Girl Scouts, Inc. *Day Camping*—National Recreation Association.

## CHARACTERISTICS OF A DAY CAMP

Day camping is an organized outdoor experience in group living conducted on a daytime basis. It is generally carried on in a close-to-home situation so that the camper may sleep, and eat his morning and evening meals at home and yet during the day participate in a program related to living in and enjoying the out-of-doors.

Characteristics of a desirable day camp include the following:

A program related to the needs of children and to the natural physical environment in which the camp is located. The program should provide a continuity of experience over an extended period of time.

Responsible management with clearly defined objectives and the assurance of financial integrity.

Competent paid director and a qualified staff.

Adequate trained leadership. The ratio of trained leaders to campers should be not less than one to eight.

A camp site so located that travel from homes of campers is inexpensive and does not consume too much time.

Location and facilities which may vary greatly but which should include opportunities for camp-type activities and safeguards for the health and safety of campers.

Basic standards maintained in health, safety, and sanitation both in program and facilities.

A program derived from community needs, with responsibility shared by the community.

Adequate records and reports.

It should be remembered that camping is a way of living in relation to the out-of-doors. It is therefore the spirit of adventure in which this is done rather than a particular spot, bit of equipment, or facility, that determines the success of the program. Many desirable children's day programs are conducted, but unless the spirit of camping is present and the above characteristics met, they might better be called by some name other than "day camping".

Here are some alternate names for programs that do not come under the day camp classification:

Summer activities program	In-town program
Day program	Day care
Play club	Stay-at-home-club

For program involving only a day or so the following terms might be used:

Excursions	Day-of-camping
Picnics	Day trip
Overnight camping	

## PROGRAM

In "Marks of Good Camping", it is stated that the camp program consists of all "the situations, relationships and activities that enter into and affect the total experience of the camper." Planning is necessary to produce a good program. As "The Day Camp Book" says, "Program planning by a committee or staff may suggest possibilities and emphases, but the actual program should evolve during the camp through the combined efforts of campers and staff." The program must be sufficiently flexible to meet day-to-day interests and needs. Essentially it should be related to the central theme of living together out-of-doors and



learning to enjoy that out-of-doors in its various manifestations. It should provide a continuing experience, making possible creative activity that will develop new interests and skills.

#### *Characteristics of a Good Day Camp Program*

Some of the characteristics of a desirable day camp program are:

- It is primarily concerned with outdoor living.
- It leads to an understanding and appreciation of the out-of-doors.
- It is a happy, free, adventurous experience.
- It helps the individual child become a well-adjusted member of the group.
- It offers opportunity for camper participation in planning and evaluating the day camp program.
- It develops skills, resourcefulness, and interests that will have a lifetime value to the camper.
- It is a safe and healthful experience that contributes to physical and mental well-being.

#### *Planning the Program*

Planning for camp experiences should be the joint responsibility of staff and campers. What direction the planning should take will depend upon several factors, including:

- Age, interests, and background of campers
- Leadership resources
- Camp environment
- Supplies and equipment available
- Season and time of day camp

#### *Daily Program*

It is possible that no two days in camp will function on the same schedule in all respects. The breaking up of the campers into units or interest groups may mean that no two of these may be functioning on the same time schedule. There are, however, certain things that happen in camp that for health and organizational reasons fit into a definite time sequence. The following is suggestive of that sequence:

- Travel to camp
- Planning for the day. Meetings of units or special interest groups.
- Projects and activities.
- Preparation and eating of noon meal.
- Clean-up, rest, and quiet activities.
- Projects and activities.
- Camp clean-up, committee meetings, staff meetings, discussion of future plans, etc.
- Departure from camp.

#### *Evening Programs*

Early evening programs depend on the age of the campers and the transportation facilities. Evening groups might carry on the following type of program:

- Fire-building and cooking evening meal; eating.
- Clean up.
- Evening program. Campfire, singing, twilight games, star lore, etc., are just a few of the things the group might plan for the evening session.

#### *Camp Grouping*

The day camp provides the opportunity for a real

experience in group activity. Grouping in small units may afford the opportunity for all activities to be directed towards the central theme of outdoor living. The following are methods of grouping campers:

*Small unit groups*—The dividing of the total camp population into small units is the basis for good program planning. The size of these units may vary from four or five to fifteen or twenty depending upon age, interests, facilities available, etc. Large groups would, of course, have more than one leader in order that the desirable camper-counselor ratio would be maintained. These groups generally stay together through most of the camp and plan the majority of their activities on a unit basis.

*Interest groups*—Many times interest groups may cut across unit groups for short periods of time when activities related to special fields may be participated in.

*"All camp activities"*—From time to time certain activities are participated in by the total camp group. These may be special campfires, singing, dramatics, etc.

#### *Cooperative Planning*

Campers should have a real part in planning programs. The camp should be a democratic experience of sharing on the part of staff and campers. On the unit level the counselor and campers discuss and plan activities cooperatively. On a total camp level some machinery may be necessary, with camper representation on a camp council that meets periodically with staff representatives.

#### *Progression*

Camp programs should provide for progression of campers to higher skills and activities in keeping with age and past experience. Varied program opportunities, careful grouping, and attention to individual needs and abilities are needed to accomplish this objective.

#### *Camp Theme*

A great number of camps have built their programs around a central theme. The Oregon Trail, the Santa Fe Trail, a pioneer village, and an Indian village are examples of themes which have been used. A central theme may give unity to the various activities. Campers should help choose camp themes. Such themes may carry through three or four days or a whole season depending upon the interests of the campers and the possibilities in the chosen themes.

#### *Camp Activities*

For purposes of convenience we may classify the many things that happen in a day camp under various headings. All of these, however, should contribute to a total experience in outdoor living rather than be set apart under separate subject headings.

*Campcraft*—This should include all of those things done that are concerned with comfortable living out-

of-doors, camp cooking, fire building, outdoor sleeping arrangements, camp shelters, the making of simple camp equipment, and the proper use of tools.

*Overnight Experiences*—Occasional opportunities for sleeping out are provided in many day camps for small groups. Experienced leadership is needed for this activity. A ratio of one counselor to four campers should be maintained in large groups.

*Arts and Crafts*—Arts and crafts in the day camp should be related to the increasing of interest in and appreciation of the out-of-doors. Native materials rather than artificial materials will be used as far as possible. Sketching, modeling, woodcarving, painting, etc. preferably take their themes from the outdoor setting. The construction of trail markers, pot hooks, and tin-can cooking utensils may form an important part of the craft program. Craft projects such as these are closely related to nature and woodcraft.

*Nature*—One of the prime objectives of the day camp is that of increasing the understanding and appreciation of the world of nature. Most day camp activities are in some way linked with nature, whether it be in the gathering of materials for camp craft, the enjoyment of a hike, the theme for art projects, or use of native materials in a craft program. Nature may find its best place in camping as a part of other activities and through the continual alertness of campers and leaders to manifestations of nature in its various forms.

*Music*—Day camping provides many opportunities for group singing. Around the camp fire, on hikes, and at camp assemblies are but a few of the opportunities. Campers should be introduced to the keen joy and beauty of folk songs. These and other songs appropriate to the out-of-doors are now available in many song compilations. Percussion instruments, shepherds' pipes, etc. may be made a part of a day camp craft program.

*Games*—Team games, folk dancing, informal games, trailing and wood craft games have a part in the program. It is better to emphasize games related to woodland settings rather than use those more appropriate to the artificial indoor or playground situation.

*Sports and Athletics*—The highly competitive equipment games suitable for town situations should generally be avoided.

*Archery*—Archery with proper supervision, including regard for safety, has come to be considered a good camp activity.

*Dramatics*—Informal dramatics and stories are an excellent type of day camp activity.

*Special Events*—Excursions, dramatics, all-camp programs, rainy day programs, visitors' days, and surprise activities add zest to the camp program.

*Waterfront Activities*—Some day camps have facilities for waterfront activities, although they are not essential to a good day camp. While available, swimming, boating, and canoeing become a natural part of the camp program. They offer opportunities for instruction in life saving and water safety, and should be conducted in accordance with the water safety standards of the American Red Cross.

*Service Activities*—Every camp should provide opportunities for rendering service to the camp and to community groups. The satisfaction to be derived from rendering service should be part of the experience of every camp child. Services to the camp may include camp cleaning, camp beautification, and conservation. Services to the community may include collection and preparation of outdoor materials for hospitals, park beautification and reforestation, gardening, etc.

#### *Evaluation and Appraisal*

A continuous process of evaluation should go on during the camp period. Director and staff should meet periodically and be ready to make changes to meet more nearly the camp objectives. The opinions and wishes of campers should find a place in such evaluation.

At the end of each camp season there should be an appraisal of the camp program with written suggestions for next year's camp and methods of maintaining camp values throughout the year.

#### *Relationship to Year-Round Programs*

If the camp program can be related to a year-round program, it will have more value than if it is set aside as a short summer experience. The skills and interests developed in camp should find expression throughout the year. When camps are operated by agencies with a year-round program, these opportunities are provided through hikes, overnight trips, excursions, camp reunions, and other activities.

#### *Records and Reports*

Before camp opens, pertinent information about the camper should be secured from homes, schools, and social or recreational agencies. Parents' consent to participation in the program and a statement of health should be required in written form. If campers are to participate in strenuous physical activities, including swimming, an examination by a qualified physician should be required.

Adequate records should be kept in camp and should include two types of records: (1) individual records of each camper's achievements, skills, health and reactions to the program; and (2) records and reports of camp program, staff, finances, attendance, menus, etc.

#### ADMINISTRATION

Responsible management and assurance of financial integrity are as important for a day camp as for

any other undertaking in which one or more persons assume responsibility for some aspect of the welfare or happiness of others. Although the organization and financing of a day camp may involve a simple form of administration, the underlying principles are the same as in any social enterprise. The following practices are recommended as conducive to the sound management of a day camp:

1. There should be a director responsible for the general direction of the camp and a board or advisory committee including persons who appreciate the out-of-doors, care for children and young people, have some business experience, and who, as a group, would win confidence of parents and the community.
2. Plans for financing the day camp and necessary provisions for insurance and safety as well as for staff and equipment should be made in advance of the camping season.
3. Records of money transactions should be scrupulously kept according to accepted practices, and a financial report should be made to the over-head organization or to the sponsors of the day camp at the end of the day camp season.

#### AREAS AND FACILITIES

If trained leadership and the proper areas are available, the most desirable day camp might well be the one least dependent upon artificial facilities—a spot where primitive shelters might be constructed by the campers themselves and all other camp facilities and equipment provided as camp projects. Such a camp would come nearest to real outdoor living and have more value from the standpoint of meaningful "campivities."

Because few cities have adequate areas available, because there is need to protect the health and safety of campers, and because many counselors are not trained to the task of leadership in this type of program, some developments will, however, generally be needed. Every situation differs, and planning will need to be done in terms of local areas and conditions.

#### LOCATION

##### *Neighborhood Parks or Playfields*

Neighborhood parks or playfields may be used for day camps, if they have natural woodlands and adequate spots for outdoor cooking, camp crafts, and nature lore. The problem of separating the campers' activities from those of casual users of the areas often creates difficulty. Groups may meet at a "home base" and move out into other areas for their outdoor experiences.

##### *Outlying Wooded Area*

Parks, reserves, and woodlands on city outskirts generally provide the opportunity for more real camping than do neighborhood areas. The more var-

ied the natural features—the woodlands, hills, lakes, and streams,—generally the more desirable is the area for a real camp experience. Preferably a specific site should be designated as a camp center, although camp activities may not be confined to it. Isolation from casual users is desirable.

Transportation becomes an important factor in outlying areas. If time to reach the area involves more than fifty or sixty minutes, the number participating may be substantially reduced.

#### DESIRABLE NATURAL FEATURES

*Woodlands, streams, hills and lakes* provide the setting for most camp activities and make possible hiking, field trips, wood games, etc.

*Primitive camp areas.* It is extremely important to have some spots where camp crafts can be carried on. These should be places where wood is available, where fires may be built, and where outdoor cooking and experimenting with camp crafts using native materials may be carried on.

*A place to swim* is a desirable but not essential feature. It must afford safe swimming in a situation where adequate safeguards are possible.

*Open area for games.* Although the strong competitive sports program does not fit the camping situation, yet a place for informal games is desirable.

*Freedom from hazards.* Dangerous swimming waters, exposed cliffs, and other hazards near camp should be avoided.

*Isolation.* A camp site in a valley, on a lake peninsula, or set off by some other natural feature is desirable.

#### CAMP FACILITIES

Elaborate facilities are not necessary to a good day camp program and may even be a handicap. The following are a few of the things to be considered, however, some of which are necessary, others desirable.

*Safe drinking water.* Safe drinking water must be either available in the camp site or hauled in.

*Toilet.* In isolated areas pit latrines will suffice for older children. Where there is lack of sufficient isolation, indoor latrines may be necessary.

*Cooking facilities.* Generally the only cooking in a day camp is that done over an open fire or in the providing of one hot dish. Provision for group cooking should be made either in the primitive camping area or on open fire-places. A fire-place at one end of a shelter may be adequate to care for rainy day cooking.

*Refuse disposal.* Adequate provision for burning, burying or removal of garbage and refuse must be made.

*Shelter.* Day camp programs usually operate during summer months when most activities may be carried on out-of-doors. A rustic shelter house with



storage space and a roofed-over shelter sufficient to accommodate a normal camp group is desirable. Several small shelters may be provided in place of one large shelter.

*Adirondack-type shelters.* If the camp area is to be used for small overnight groups and for week-end camping during periods other than the day camp period, several Adirondack-type shelters may be desirable. These may serve as unit shelters in bad weather.

*Bulletin board.* A well-constructed, sheltered bulletin board in the camp center is useful.

#### CRITERIA FOR THE DAY CAMP AREA

1. Is it safe? Have hazards been safeguarded against?
2. Is it a healthful place? Does it have good drainage, safe water, sanitary latrines, adequate refuse disposal? Can it be kept clean?
3. Does it have shelter in case of bad weather?
4. Is it an area with natural beauty that will help develop an appreciation of beauty and a taste for outdoor adventure?
5. Does it have possibilities for "camptivities"? Is it possible to carry on camp crafts, cooking, hiking, field trips, outing games, swimming, archery, and all the other things that make up camp life?
6. Does it have sufficient shade as well as open sunny areas?

#### DAY CAMP LEADERSHIP

The success of any day camp program will depend largely upon an adequate, well-trained, enthusiastic staff whose members are convinced of the values of camping and believe that camping can be done by the day.

The staff should consist of sufficient members to make possible adequate supervision and group planning. Therefore it would seem advisable that there be one well-trained staff member, paid or volunteer, for every eight children.

##### *The Camp Director*

The day camp director should be a mature, well-qualified person who has had experience in an administrative and supervisory capacity with groups, preferably in camps. With these qualifications he should be able to assist and supervise other members of his paid staff and volunteers. The more real camping experience a director has had the more he can do to help his staff.

It is the responsibility of the director to supervise the day camp activities, organization, and government, to train and supervise the staff, and to make inventories and reports.

##### *Assistant Director or Head Counselor*

An assistant director or head counselor should be

provided if the number of campers exceeds seventy-five.

##### *Counselors*

Day camp counselors should enjoy working with children, have an interest in and enjoyment of the out-of-doors, have ability to work cooperatively with other staff members, and possess tolerance, consideration, fair-mindedness, and emotional maturity.

Each day camp staff should include members equipped with skills in special fields, among which are music, arts and crafts, nature, first-aid, swimming, archery, dramatics, etc.

##### *Training and Experience*

Counselors should be trained for their work. For new staff members a week's training is desirable. If this cannot be given at least four consecutive days' training in a setting similar to a day camp should be arranged. Here the new counselors would not only learn skills but would themselves live by the day in small groups. They should be shown how they may live simply out-of-doors, preparing their own meals, keeping house in the open, and planning their own recreation.

Previous camping experience for staff members is important but only if it has been the right kind. Wrong experience can be more of a liability than an asset.

##### *Source of Counselors*

Some of the sources for day camp counselors are teachers, ex-counselors from established camps, students in group work courses, members of local adult organizations, college students who are home for the summer, and church and parent groups.

#### COMMUNITY RELATIONSHIPS IN DAY CAMPING

The establishment of sound community relationships can be a great asset to a day camping program. Such relationships are more easily established by the day camp than by a resident camp for two reasons: first, the day camp is usually located closer to the community than the resident camp; second, the parents of the day campers are usually more readily available than the parents of resident campers.

The following are some of the ways in which parents and community groups may render service to the day camp:

1. By lending financial support.
2. By giving publicity to the camp program.
3. In assisting in providing out-of-camp activities, hikes, trips, tours, etc.
4. In recruiting and training of volunteer staff.
5. In making education, cultural, and recreational resources available in the community.

Formal community relationships may include one or all of the following committees:

1. Community day camp advisory committee, to include representatives of youth serving agencies, newspapers,

(Continued on page 29)

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By BARBARA ELLEN JOY

## President's Page

IN the May 1945 issue of CAMPING MAGAZINE, a preliminary report was made of the members who are Chairmen of the Standing and Regular Committees of our Association. This roster is now complete. Miss Margaret Chapman, Camp Advisor of the Field Division of the National Girl Scouts, and a member of the New York Section, has accepted the post as Chairman of the Publications Committee. Unfortunately for the Association, Mrs. Ethel Bebb, Chairman of the Public Relations Committee, has been forced to resign because of increased pressure of her work with the Red Book Magazine. Mr. Lewis C. Reimann, Director of Camp Charlevoix, at Charlevoix, Michigan, and a member of her Committee, has taken over the job. He has done a fine piece of work with his own section in this capacity and, like Miss Chapman, will bring a wealth of experience in and knowledge of camping to the Executive Committee. Our Vice President, Mr. Harvie Boorman, became Chairman of the Studies Committee upon taking office. However, he finds himself unable to give the time necessary to attend to the Committee work and has resigned from it. Miss Marjorie Cooper, Camp Fire Girls Executive of Cleveland, has accepted the position. Miss Cooper worked last fall at the Sunset Workshop on the functions of this Committee (page 28, May 1945 CAMPING MAGAZINE) and is well-qualified in every way to proceed without delay with the important work of this Committee. The complete list of the Executive Committee as it now stands appears on the inside back cover of this issue.

Acceptances for the rest of the Regular Committees follow.

Special Services—Mrs. Eleanor Eells, Sunset Camp, Chicago

Church Relations—Rev. Arthur Phinney, Episcopal Church, New England

Nominating—Mr. Frank Bell, Camp Mondamin, Southeast

Health and Safety—Miss Marjorie Camp, Iowa

Transportation—Mr. Halsey Gulick, Luther Gulick Camps, New England. Mrs. Eells deserves special commendation for the work which she did in cooperating with the National Society for Crippled Children in arranging and carrying to a most successful conclusion the Conference held at Sunset Camp in May. Special mention should also be made of the work done during the May transportation

crisis by Mr. Gulick and his Committee who worked with Miss Patterson in Washington. Details of this "campaign" will be mentioned elsewhere, but I wish to express gratitude in this way for all they did, the results of which will react favorably towards camping from many quarters in time to come. To save precious time and expense, the Secretary, Mrs. C. P. Hulbert, acted for your President in taking full responsibility for this whole situation.

In June a new Section with twenty-eight members was formed in Indianapolis, to be called the Indiana Section. Miss Oranda C. Bangsberg is the President, Mr. Theodore K. Moore and Mr. Hubert T. Vitz, the Vice Presidents, Mr. Leon P. Beck the Treasurer, and Miss Stella E. Hartman, Secretary. Headquarters are at 901 Lemcke Bldg., Indianapolis. This new addition to our Sections is most gratifying and we wish them much good luck, and many new members during the coming year.

The Fall meeting of the Executive Committee is to be held in Chicago October 3rd and 4th. One piece of business to be settled is the complete planning for CAMPING MAGAZINE. Mr. Homer Guck, who has been the publisher's representative for the Association for some years, has gone into a new full-time position. He gave the MAGAZINE good service through unsettled times and his work is appreciated. Miss R. Alice Drought has been retained as editor through the two fall editions, on a part-time basis. In the near future we hope to engage a full-time person to handle the editorial as well as the business aspects of the MAGAZINE. On a business-like basis, and on a regular schedule, there is no reason why the MAGAZINE cannot be a great credit to the camping movement as well as a source of income to the Association. The editor will welcome all suggestions for articles, and we would also appreciate having subscribers send in the names of potential advertisers, from all sections of the country. There is great need for us ALL to work on our official publication!

Another piece of business which, although not glamorous but one greatly needed, is the strengthening of the internal structure of our Association. We do not have at this time, nor have we ever had to my knowledge, a clear-cut outline of the functions of the various committees, a statement of the duties and responsibilities of the officers, nor a definite out-

*(Continued on page 27)*

# Across the A. C. A. Desk

By

Thelma Patterson

**OFFICE:** The services requested and given through the A.C.A. office increased each month during the winter and spring season. Bulletins with the latest information available on changing problems were sent to Presidents of Sections concerning transportation, rationing, War Manpower Commission rulings. Requests for information are as varied as camping itself. At the present time there is a special trend toward camp planning in general and extension of physical facilities. Even the summer session correspondence continued in substantial quantity. Three new Sections have been organized during the year, Arizona, Central New York and Indiana.

**SECTIONS:** Sections have responded to all service given and have in turn taken more responsibility in membership renewals and new members, a more intensified leadership training program and a real effort to assist the Central office in keeping members informed on emergency changes before and during the summer camping season.

**FIELD WORK:** More than 1500 members were contacted in A.C.A. Section visits during the year Sept. 1944 to Sept. 1945. In April and May the Minnesota and Southeast Sections were visited. The Southeast visit was interrupted by an emergency trip to Washington and will be continued at an early date. In June your Executive Secretary presented a paper on "Guidance in Camping" at the seventh annual conference on Guidance and Personnel conducted by the Department of Education, University of Chicago. Mr. Harvie Boorman acted as Chairman and discus-sant of the Session. The general topic of the conference was "Programs and Problems Dealing with Guidance of Children and Youth."

In August, your Executive Secretary participated in the Annual National Camping Conference of the Northern Baptist Assembly at Green Lake, Wisconsin, as consultant, resource person and representative of the A.C.A. Fifty Baptist Church Camping leaders from coast to coast evaluated the 1944 season and laid plans for extended camping services, standards, facilities and leadership training for 1946 and long range program. Mr. Rodney Britten, Baptist Camp Staff member, planned and conducted the conference.

**EMERGENCY PROBLEMS:** With the war finished we know that many of the problems of recent years are at an end. However, it is important for you to know

of the excellent work done for the benefit of all camping by special committees and your Executive Secretary in the spring.

A special thank you is due Mr. Kenneth Wells, of the National Boy Scout staff and his Committee who gave assistance and secured late information on rationing for us. Also, one is due for the valuable assistance and time given by a special transportation committee with Mr. J. Halsey Gulick, New England, as chairman, Mr. Arnold Lehman, New York, Mr. Otto Gilmore, New England, and Mr. Howard Patton, National Boy Scouts, New York.

The following letter written in June by Mr. Gulick gives briefly the scope of work done and contacts made:

"TO THE MEMBERS OF A.C.A.:

"Camp Directors have been confronted with many unusual problems during the war but it is a credit to camping that most of them have been solved. The new restrictions on travel will probably be the worst blow of the war but it is up to us to accept the rulings and do the best we can. In many ingenious ways most campers will probably get to camp. The railroads are doing everything they can to help under the existing regulations.

"Thelma Patterson and your Transportation Committee did everything that seemed possible to induce the O.D.T. to allow special travel facilities for camp children but we were turned down. Many Senators and other officials were interviewed over a period of weeks and an attempt was made to see President Truman. We did receive word from Mr. Matt Connelly, Executive Assistant to President Truman, that the President had gone over all of our material carefully, was much interested, and would ask the Office of War Mobilization to do everything possible to give us relief.

"Even though we were unsuccessful in our immediate goal, I think camping has gained through the educational campaign. There seemed to be a feeling that we were handling our appeal with dignity but with a persistence that was in line with the importance of camping. Many officials who had not given the matter much thought in the past, now realize that camping is a very large and important part of our total educational program. If it had not been for the

*(Continued on page 27)*



# Now Is the Time

## *A. C. A. Membership Campaign*

By

Ray E. Bassett

OUR membership and organization campaign throughout the United States and Canada is off to a running start. You will recall the announcement and details of the campaign which were sent to Presidents of Sections and Chairmen of Membership Committees in March and later published in full in the April issue of the Magazine. Notwithstanding the late start, the showing to date seems to point to a successful conclusion.

On August 1, 1944, The American Camping Association had 2,064 members who produced a financial support to ACA headquarters of \$6,389.00. On August 1, 1945, there were 2,752 members with a corresponding income from memberships of \$8,730.01. The latest status on August 28 is as follows: sustaining members 42; camp members 879; active members 1,309; associate members 541; a total of 2,772 members. The financial income to ACA headquarters from memberships of this year amounts to \$8,777.01. This represents already a 34% increase in membership over the figure of August 1, 1944.

When the membership campaign was announced late last spring, it was with the knowledge that all of the Sections were well along with their year's programs and that many of them had about completed their organizational and membership promotional work for the year. Then, of course, the summer months followed when everyone was busily engaged in his own camp activities. It was felt, however, that the campaign should get under way and be past the preliminary stage by fall. This has now been accomplished, we have gained momentum in our drive and *now is the time* to put forth our best efforts to make ACA the one big united force in the United States and Canada for organized camping.

As previously announced, five thousand members is our goal. With united effort and cooperation, the goal can be reached by next spring. This simply means the renewal of all the present memberships for the year 1946 plus some 2,000 additional members. Each section president and membership committee chairman has a direct responsibility in this campaign and your ACA chairman and headquarters

will extend our help to you to the utmost. You are asked to review again the membership campaign procedure as announced last spring and get your program under way.

As a direct aid to the efforts of the Sections, we are contacting all National agencies having camping programs in both countries in ACA and inviting each to appoint a representative from its agency to serve on the Membership Promotion Committee. Each of these representatives shall be charged with the responsibility of his or her particular type or group of camps in getting a 100% membership.

To implement the campaign, many section territories are being divided into logical geographic districts with separate district committees being organized in each for the promotion of a survey or inventory of camps and a 100% membership in ACA. Some Sections are combining membership promotion with a camp inventory for directory purposes.

During the past year we have also had some success in stepping up the standard of memberships to higher brackets in financial return. There is still room for improvement, however. Many have felt that all private camps as well as agency camps of 100 or more campers in size and operated on an all-season basis should take sustaining memberships. Also, there are many camp leaders and others who realize the importance of the work of the Association and who wish to give it financial support in addition to active effort. There should be several hundred of these sustaining memberships.

All the remaining all-season as well as short-term camps should have the camp memberships. This type of membership and the sustaining membership entitles the member to special privileges and provisions not accorded to other types of membership. Included is the certificate of membership for posting in the camp office which has just been issued and is now being sent out to all such members for the year 1945. Similar certificates for the year 1946 will be issued promptly hereafter following receipt of the new year's dues.

*(Continued on page 28)*

# Program Committee Report

By

A. Cooper Ballentine

## PART A

THE content of this report represents ideas and recommendations gathered: (1) from several conferences and workshop sessions of A.C.A. program planners during recent years; (2) from meetings of the program committee appointed by the former A.C.A. President, Wes Klusmann, when a major function of the committee was to prepare for the subsequently postponed Boston convention; and (3) from a two-day program planning session at Aloha Camp, Fairlee, Vermont, in September 1945.

\* \* \*

It has been said many times that the strength of the American Camping Association lies in the Sections. But, the achievements of any one Section, particularly of its steering group, the program committee, will be relatively weak without the wholehearted cooperation of all other Sections.

The A.C.A. program committee urges upon the Sections more consideration of the benefits to be derived by all camp leaders from coordinated, cooperative effort in long-term program planning.

This anticipates that the Sections, as formerly, will continue to devote a large part of their time to local problems, and that the Sections will welcome the opportunity to devote at least a small part of their meetings to discussion or study of timely and pertinent subjects which other Sections will be studying concurrently. The findings of the cooperating Sections will then go through the A.C.A. central office for further development in workshops and conventions of the A. C. A. Uniform reporting, as described in the Camping Index plan, will facilitate this type of cooperative studies among Sections.

The recommendations of subject matter accompanying this report are a partial outline of currently important subjects for preliminary study in preparation for the A.C.A. convention in Boston, February 13-16, 1946.

Following are

Part B: Functions of the Program Committee.

Part C: Recommendations of Subject Matter.

## PART B

*Function I.* To define advantages, to raise standards, and to improve practices in educational camping.

### *Methods*

- a. The program committee should continually devise more interesting and effective means of increasing the camping knowledge of professional leaders and the public.
- b. The program committee should urge the preparation of outlines of desirable practices in educational camping.

- c. The approach by spoken or written word (in programs, meetings and reports, etc.) always should be on a dignified high educational level.

*Function II.* To select and recommend practicable subject matter for prior attention of A.C.A. members.

*Function III.* To organize (under a cooperative, coordinated plan) subject matter for immediate and long-term development in Section meetings, workshops and A.C.A. convention.

### *Methods*

- a. Ideas for cooperative studies should be initiated preferably in the Sections; nearly every Section has had unique successes in programming to share with other Sections.
- b. The Sections should inform the A.C.A. office concerning program schedules, plans and needs.
- c. Through *Camping Magazine* and direct, personalized correspondence to Section program chairmen, the A.C.A. program committee should serve the Sections, especially with suggestions, not to displace but to supplement subject matter of local significance.
- d. Cooperative studies on a given subject should be concurrent in several Sections, and findings pooled for advanced discussion at workshops and conventions.
- e. Worthy subjects should be pursued and developed persistently and repeatedly in accordance with the Camping Index plan.
- f. Adjusting coverage of subject matter will be facilitated for all planning units, by development of reports in the Camping Index form.

*Function IV.* To publicize advantages of the Camping Index plan for use by the A.C.A. Sections and individual camp leaders (description of use and sample available at A.C.A. office, cost, covering mailing, 50c set).

*Function V.* To foster interest among the A.C.A. members in program planning as the most vital means of advancing educational camping.

### *Methods*

- a. Suggest that Section program committees, at least once annually, write other leaders among their Section members, to assist in clarifying immediate and long-term objectives for program planning.
- b. Suggest that a session in the first fall meetings of the Sections be devoted to a discussion group of program content, immediate and long-term aims in program planning.
- c. Provide more opportunities for participation in Section meetings (including sessions on program planning) by staff members (counselors) who are often closest to campers.

*Function VI.* To maintain an up-to-date, classified directory of outstanding leaders in various departments of educational camping and related fields.

*Methods*

- a. Specialties of members should be ascertained at time of enrollment in A.C.A.
- b. Obtain special interests on registration cards at Section meetings.
- c. Conduct a perpetual search for talent and list same in directory.

*Function VII.* To continue the study and development of the outline of Programming Techniques as a guide for Section planning. (See Workshop Report Oct. 6-8, 1944.)

*Methods*

- a. A.C.A. office should make copies available to Section Program Chairmen, seeking aid of Sections in developing material.
- b. Include fundamental hints for public speaking to improve results of A.C.A. meetings.

*Function VIII.* To encourage cooperative, uniform reporting by the Sections. (See description in Camping Index Plan.)

*Methods*

- a. A.C.A. office should furnish sample reports of subjects covered in accordance with Camping Index plan.
- b. Prepare outline of reporting techniques. Describe advantages of two-or three-way coverage of important sessions.

*Function IX.* To prepare a manual of convention planning and procedures.

**PART C**

Proposed Workshop subjects for A.C.A. Convention, February 13-16, 1946, for preliminary study in Section meetings.

*Theme*

**Contribution of Camping to Social Progress**

Carrying Forward Proven Practices in Educational Camping

Advancing a Long-term Plan Toward Specific Goals

Exploring and Pioneering in Camper Guidance

\* \* \*

Workshop Subjects: (See Camping Magazine, May 1945)

I. *Contribution of Camping to the Joy of Living.*

- A. Spiritual discoveries
- B. Companionship, friendships, loyalties
- C. Aesthetic appreciations
- D. Fortifying the camper with happy memories

II. *Contribution of Camping to Education.*

- A. Total education of a child
- B. Determinants of behavior
- C. Areas (objectives) of camping education
- D. Approach (operational procedures in a camp)
- E. Appraisal

III. *Contribution of Camping to Social Equity and Social Harmony.*

- A. Camping opportunity for every child, family and adult
    1. Census and survey of needs
    2. Standards and controls
- Better camping as well as more camping.

3. Extending season and use of facilities

4. Development of facilities

5. Cooperation with labor organizations

6. Status of private camps

7. Camp alumnae inspired to serve as "missionaries" in extension of camping.

8. *Camping Magazine* to promote camping for every child.

B. *Planning for Racial and Religious Harmony.*

1. Relationship to other attitudes

2. Staff selection and training

3. Appropriate program planning

4. Interpretation to constituency. Avoid stigma (emotional attitude) of making the approach a problem

5. Parallel opportunity for all (avoid extra treatment of minority groups)

6. Pro-rated opportunity in proportion to racial population of community

7. Groups from same vs. various economic and social levels.

8. Coordination with all-year experience.

9. Review camping experiences, good and bad, of mixed groups.

10. International camping.

C. *Democracy in Camping*

Interpretation in terms of local and world citizenship.

D. *Leadership Training*

IV. *Contribution of Camping to Intelligent Control of Health*

A. Formulation of minimum standards in state codes of control

B. Standard pre-camp medical examination form

C. Minimum code for health education of campers

D. Relationship of program and schedule.

V. *Contributions of Camping to Social Adjustment*

A. Procedures in determining needs of individual campers

B. Influences of Camp Environment

C. Unique guidance practices of the camp counselors; educational-vocational guidance.

D. Program serving needs of individual camper

E. Techniques of group work applied to camping.

F. Basis of constructive, workable recommendations to parents, concerning needs of their children.

VI. *Releasing Potential Ability and Energy of Youth for Leadership, Responsibility and Work.*

A. Relationship of work to purposes of the over-all program.

1. Interpretation of work values which yield enduring satisfactions and rewards

2. Social and economic values in development of work attitudes and skills.

3. Benefits from sharing in work responsibilities of community, and relationship to work in community of nations.

4. Developing a sense of worthiness and usefulness.

B. Incentives and opportunities for camper leaders.

1. Outline for special training of camper leaders.

Partial list of miscellaneous subjects from Convention program for preliminary study in Section meetings.

(Continued on page 31)



# BLUEPRINT FOR ACTION

## *Training Programs for A.C.A. Sections*

By

Lenore C. Smith

**C**HILDREN'S camps in 1945 unusual? Indeed they were. Hardworking camp directors will point to the war-years camps countless times over. Handicaps that were overcome will modify and color camping programs for many seasons. In 1945 the quality of leadership varied as much as any single factor in the complete pattern of adjusted practices and policies. 1945 marks the first time that data has been collected on the extent of leadership training as conducted or sponsored by sections of A.C.A. Fourteen sections concerned themselves with provision of training opportunities for camping leaders. It will be one of the functions of the national committee to gather and synthesize the information to be gained from each sectional experience. In the meantime sectional planning for the 1946 season is of utmost importance.

Critical examination of 1945 training programs is the first step to be taken. Did the 1945 program meet the needs of local directors? Did the program include or correlate in any way the courses offered in local colleges? How many leaders (counselors) participated in section-sponsored courses? In college courses? What percentage of persons so trained were used by camps? Have local directors expressed opinions as to evidence or non-evidence of the value of that training? Have directors been given an opportunity to so express themselves? These are but a few of the questions that should be explored as sectional chairmen and committees organize their programs.

The responsibility for defining the objectives of long-range planning should not rest with the chairman or the leadership training committee alone. Objectives and directives are the joint responsibility of sectional executive boards and local committees.

As objectives are set and plans made, the leadership training program must be kept as broad as possible. Training opportunities should be offered in many geographical areas. Experience of sections seems to indicate that it is a healthy move for any section to vary the location of section sponsored training courses from year to year.

Not only must geographical groups be served, but

various constituents within the camping leadership must be given opportunities for training. Too often the leadership training program is thought of as that embodied in the courses sponsored by local colleges and universities. In most instances those courses are limited to the student group, as to sex enrolled, and as to the number permitted. In nearly every section certain schools have withdrawn offerings in camping leadership. Encouraging the re-instatement of such courses should be part of the planning for the new year's program. Likewise should be the inclusion of camping leadership training in the curricula of these schools hitherto not offered it.

Leadership training work within organizations and as conducted by single directors should be encouraged and every means of cooperation explored.

Training opportunities should also be provided for the non-college age, non-affiliated persons. It is for this group that training courses offered by camping associations can be of most value. Such courses may be designed to offer general orientation to the stranger to the camping world, or they may be designed to provide intensive study of specialized fields of interest for experienced leaders.

Section sponsored training courses are growing in number and importance. Worthy of close consideration are the benefits of such courses, namely:

1. Cooperation between directors of varying types of camps brings closer understanding and strength to the camping association.
2. Directors become cognizant of the problems of training. Many are helped to make their own courses more effective.
3. Training courses open to all interested acquaint a large number of people with the worth of organized camping. As a piece of public relations work, a well organized training course reaps many benefits for camping.

Discussions of the varying methods used to develop section sponsored training courses will be given on this page in forthcoming issues.

# Workshop on Camping for the Handicapped

By

Harry H. Howett

UNDER the joint sponsorship of the American Camping Association and the National Society for Crippled Children and Adults, a workshop on camping was held at Sunset Camp, Bartlett, Illinois on May 18, 19, and 20, 1945. For the first time representatives of camps for able-bodied and physically handicapped children of this country met to consider their camping problems. Forty-four delegates attended with twelve states represented, including Maine and California. The delegates were representatives of the National Society for Crippled Children and Adults and affiliated agencies.

The delegates were welcomed by Harry H. Howett, director of social research of the National Society; by Mr. Ernest B. Marx, director of Camp Greentop of the Maryland League for Crippled Children; and by Mrs. Eleanor P. Eells, director of Sunset Camp, and chairman of the committee on special services for handicapped children of the American Camping Association. Mrs. Eells was also the director of the Workshop.

Miss Barbara Ellen Joy, president of the A.C.A., discussed the philosophy of camping, camp direction and leadership, and told the delegates that membership in the A.C.A. was open to all persons interested in camping. Nature programs were outlined by Mr. Reynold Carlson of the National Recreation Association, and later he demonstrated his methods in a trip around Sunset Camp. Mrs. Frances L. Karlsteen of the Illinois Branch of the National Foundation for Infantile Paralysis gave a report on a community study made recently to determine the extent of the need for special camp facilities for crippled children in Chicago. Dr. Irene Josselyn, consulting psychiatrist for Sunset Camp, spoke on the place of the psychiatrist in a camp for the handicapped.

Special sessions of the Workshop were conducted on Buildings and Campsites by Dr. R. Alice Drought, Auer Park, Pewaukee, Wisconsin, camp planning consultant, editor of the *Camping Magazine* and director of North Shore Area Girl Scout Camp; and on Campcraft by Miss Dorothea Chant, director of Y.W.C.A. Camp, Elgin, Illinois and former craft counselor at Sunset Camp.

The themes of the Workshop around which all addresses and discussion revolved were the special problems arising in camping for the handicapped

and how camping for the able-bodied can be adapted to meet such problems.

A resolutions committee, headed by Mrs. Sarah Jane Kinoy, director, New York Service for Orthopedically Handicapped, and director of their Camp Oakhurst, Oakhurst, New Jersey, prepared and the delegates approved, a set of resolutions summarized as follows:

- (1) That regional workshop conferences be held throughout the country to pool experiences and to establish desirable practices.
- (2) That managements of camps for handicapped children include only campers whom physicians report as unable to attend camps for able-bodied campers.
- (3) The Proceedings of this Workshop be furnished to the Sections of the American Camping Association, to State Services for Crippled Children, State Societies for Crippled Children and to agencies concerned with co-ordinating camping interests.
- (4) The delegates' appreciation was expressed to the participating members of the American Camping Association and their special thanks given to Mrs. Eleanor P. Eells for her guidance and delightful hospitality.

## Need for Special Camps . . .

(Continued from page 10)

"This study does not attempt to indicate that there should be more or fewer camps for crippled children in the Chicago area. It does indicate, however, that

1. Approximately one-third of the crippled children in the Chicago area can be served best by being sent to camps for non-handicapped children.

2. Approximately one-third of the crippled children in the Chicago area can be served best by being sent to Convalescent Home or County Home types of camps.

3. Approximately one-third of the crippled children in the Chicago area can be served best by being sent to special camps for the crippled where facilities, equipment, terrain, staff, and special services are pointed toward supplying camping experiences in which the crippled child attempts to achieve success within the scope of his physical limitation."

## CONVENTION

To Members of the American Camping Association:

New England Yankees have all the qualities which should make you know that we want you to come to Boston for our belated Convention. We are supposed to be frugal; what would be more wasteful than to throw away all the time and work and worry that went into the planning last year? We are supposed to be persistent like the Puritans of old. We are supposed to be ingenious and energetic; if you could have seen our Executive Committee at its meeting early in September you would know that these particular Yankees were using all their New England qualities to plan and organize a wonderful convention for 1946.

At this time of year every mother of a teen-age daughter has had at least one busy week looking over last year's wardrobe in preparation for the new school year ahead. Dresses must be let out or taken in, hem-lines changed, and new garments bought to replace old ones no longer useful. That is exactly what the New England Executive Committee has done to the 1945 model of its convention program. It has been nipped in here and let out there, and up-to-the-minute topics added to fit the styles of 1946.

And the styles are certainly very different! Peace has come and rationing is going. Our young men are flocking home by the thousands. The long awaited post-war days are here at last and with them many post-war problems. We must face them honestly, wisely, and with careful forethought. Therefore, a Convention in 1946 is vitally important. Let nothing keep you away.

The dates are February 14, 15, and 16. (February weather cannot be any worse than what I promised last year for March—and it might just possibly be better!) The place is the Hotel Statler. Subsequent issues of the *Magazine* will introduce you to our 1946 convention program.

Camping has a permanent and important place in American education. Come to the convention and let us work together to the end that camping may broaden and deepen its influence on youth.

CAROL GULICK HULBERT

*President of the New England Section.*

## Among Our Contributors

Our contributors to the November issue of *The Camping Magazine* come from Maine to California, with a good sampling of the middle-west in between. In some instances, they represent divergent points of view. In this issue we are featuring two types of special purpose camps: those for the physically handicapped, and for social agency referrals. We take pleasure in presenting:

Frances Ash of Milwaukee, camp director for the Girl Scouts of Milwaukee County.

A. Cooper Ballentine of Wolfeboro, New Hampshire, director of Camp Kehonka, and national program chairman of A.C.A.

Ray E. Bassett, also of Milwaukee. Mr. Bassett is with the U. S. Forest Service and is national membership chairman of A.C.A.

Reynold E. Carlson, formerly of California, presently from Chicago. Mr. Carlson is with the National Recreation Association, and was Chairman of the Chicago Section committee that prepared the report on day camping. His committee is listed on page 12.

Frederick L. Guggenheimer of New York City, and director of Camp Winnebago at Fayette, Maine. Mr. Guggenheimer has a long record of service and intelligent participation in A.C.A. affairs, both sectional and national. He was chairman of the committee which re-edited "Organized Camping in the Field of Education" which the A.C.A. published this spring.

Eva R. Hawkins of New York City, librarian of the National Health Library under whose direction the list of references on *Summer Camps for Children* was prepared.

Mrs. Carol Gulick Hulbert of Brookline, Massachusetts, President of the New England Section of A.C.A. and Secretary of the American Camping Association. Her announcement of convention is practically irresistible.

Harry H. Howett of Elyria, Ohio. He is the director of the Department of Social Research of the National Society for Crippled Children and Adults, Inc.

F. N. Menefee of Ann Arbor, Michigan. He is director of the Michigan Fresh Air Camp, a "special purpose" camp.

Dr. Kate Pelham Newcomb of Woodruff, Wisconsin. Dr. Newcomb is camp physician and medical director for four north woods camps in northern Wisconsin, and knows from experience whereof she speaks in the matter of camp health.

Lenore C. Smith of Los Angeles, chairman of the leadership training committee of A.C.A. and member of the A.C.A. executive committee. Watch for further information on leadership training in subsequent issues of the *Magazine*.

Edgar T. Stephans of Chicago, executive secretary of the Illinois Association for the Crippled.

Our A.C.A. President, Barbara Ellen Joy from Bar Harbor, Maine and Hazelhurst, Wisconsin, and our ACA. executive secretary, Thelma Patterson from Los Angeles, are among our contributors, but they need no introduction to our readers. Cheerio!

R. A. D.—Editor—also from Wisconsin.



# Summer Camps For Children

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## BOOK REVIEWS

**"ACCIDENT PREVENTION. INSTRUCTOR'S MANUAL. HOME AND FARM COURSES".** American Red Cross, Washington, D. C. 1944. Those of us who have completed the instructor's course in these subjects realize there is excellent material for adaptation to camp health and safety classes, talks, and practice as well as for use in town and city groups. It complements the Red Cross First Aid work, as the emphasis is on the preventive side and on safety practice in every day life. We understand this aspect of Red Cross work is to be heavily emphasized.

The most practical and useful set of directions for cooking and using all sorts of dehydrated vegetables is the pamphlet **"COOKING DEHYDRATED VEGETABLES"** issued in 1944 by the Agricultural Research Administration of the U. S. Dept. of Agriculture in Washington.

From our Congressman comes another bulletin from this same Department, a "List of Available Farmer's Bulletins and Leaflets", with a check list for each type. His accompanying letter says that ten will be sent free on application. Probably your Congressman would be equally willing to oblige. Scot-

tered thru these lists are many items on nature lore, pest control, forestry, buying practices, building, etc. which are definitely useful in camp work.

Camps which encourage campers to become familiar with and use nature's bounty will wish to own a beautifully illustrated book with a fascinating text entitled **"A BOOK OF WAYSIDE FRUITS"** by Margaret McKenny. The Macmillan Company, New York, 1945. \$2.50.

A set of volumes by the same Company written for children and generously illustrated by Mr. Hylander is **"OUT OF DOORS"** in *Spring, in Summer, in Fall and in Winter*. Each book costs \$1.50.

Still another Macmillan 1945 book is **"WILDWOOD WISDOM"** by Ellsworth Jaeger, priced at \$2.95. Containing 474 pages and illustrated with hundreds of line drawings, it literally covers every possible aspect of camping out, plus information about those crafts and skills which are the by-products of camping, such as camp furniture, bark-craft, Indian lore, tanning skins and hides, primitive tools, etc. Much practical nature lore is also included, along with chapters on canoeing, portaging, edible and useful plants, and woods in winter. This reviewer does not care personally for illustrations which contain so many different types of materials, but one must admit the information is in great quantity. The information seems to be accurate and a result of a great deal of research and study. The book is definitely informative and practical for camp use.

Over the years we have found **"WOMEN OF TRAIL AND WIGWAM"** by Flora W. Seymour an unending source of material for pageants or dramatizations on the historical, Indian, and pioneer side. Excellent drama can be built up around these fascinating stories of women of those long-ago days who still challenge our interest and admiration. The Womans Press, New York City, 1930.

Another book which is helpful as source material for drama as well as for story-telling is Ernest Thompson Seton's **"TRAIL AND CAMP-FIRE STORIES"**. This is published by D. Appleton-Century Company, New York, 1940. Priced \$1.00.

Under the editorship of Mr. Harry H. Howett, assisted by the Committee on Camping (Mr. Ernest Marx, Miss Gertrude Whitehead, and Mr. Joseph E. Gembis), the National Society for Crippled Children and Adults, Inc., Elyria, Ohio has published a splendid guide entitled **"CAMPING FOR CRIPPLED CHILDREN"**. The book consists of eight chapters, each followed by a bibliography. The recommended practices and the standards for performance contained in them are based on a careful study of the best that has been written and done about organized camping. This book will fill a long-felt need on the part of all those who seek to make the benefits of camp life available to physically handicapped children and who need to know in detail of the skillful adaptations necessary to make those benefits possible.

Mr. Bernard Mason's newest book, **"THE BOOK FOR JUNIOR WOODSMEN"** is deserving of the highest praise. It is a companion to the volume **"JUNIOR BOOK OF CAMPING AND WOODCRAFT"** mentioned in the last issue of this Magazine. The author gives in detailed description, clarified by clear, concise and often beautiful illustrations, the secret of self-maintenance in the forest and wooded hills. He stresses the use of axes, saws, and all other implements and methods needed to become literally a junior woodsman. The information shows that the author has spent vast amounts of time and energy in research, practical application, and study. He deserves the thanks and the praise of camp directors for making such a useful, informative, and beautiful book available to them and their campers. A. S. Barnes & Company, New York. 1945. \$3.00. —B. E. J.

## Across the A.C.A. Desk . . .

(Continued from page 18)

unusual movement of troops at this time, our appeal would have been quickly granted.

"We failed in securing the transportation but a groundwork has been laid which will help us in the future."

(Signed) HALSEY J. GULICK

The Group Work Consultants of the Children's Bureau, Miss Helen Rowe and Miss Juanita Luck, have given consistent and valuable counseling on all of our related problems. The Health Service of the Children's Bureau, both National and Regional, have given consultation on camping for the physically handicapped children. The Office of Community War Services stayed "on the job" for us during the entire season and kept us informed of rulings and assisted in interpreting our needs to emergency government agencies.

## President's Page . . .

(Continued from page 17)

line of the duties of the employed personnel. The Secretary, Mrs. C. P. Hulbert, has been assigned the task of correlating this material to be furnished her by the Committee Chairmen and all others concerned and of working out relationships. When these duties and relationships are clearly worked out, we may reasonably expect the Association to benefit, as, like any organization or business, the fundamental working processes must be sound in order to give time and energy to matters of a creative and forward-looking nature.

Since the last issue of the MAGAZINE went to press, the Minnesota Section has contributed \$100.00 to the A.C.A., and the Chicago Section \$300.00.

May I call your attention to the material in this issue relative to the fall Membership Campaign and to Mrs. Hulbert's release about Convention plans. On the success of the former effort depends the immediate future of our Association. The reason for this statement is readily apparent, for without an increased income from memberships our plans for the Association may have to be curtailed, rather than expanded. Camp memberships (\$10.00 per year) must be stressed in all categories of camp members. We can depend on New England to produce one of the best Conventions we have ever had in our history. Make your plans now to be in Boston in February! During these war years many of us have carried on our work with hearts made heavy by worry over loved ones in danger. Now that our worries of this devastating type are over, and now that operational and supply and transportation problems are diminishing in size, we must all feel a certain lightening of the load and be inspired to forge ahead to new heights in camping.

**A. C. A. CONVENTION**  
**February 14, 15, 16, 1946**  
**BOSTON**



## Organized Camping . . .

*(Continued from page 2)*

My own conclusion is that not only should those engaged in camping as suggested by Miss Joy someday emerge somehow as a "professional" group, but that in fact our professional status, if my concept of education is accepted, is already established and assured. We are a professional group primarily concerned with the techniques and skills of camping, within the all inclusive professional group of "educators." In our short history we have made an impressive start in the establishment and development of the six attributes of a professional group, as outlined by Miss Joy. We have our techniques which are developing rapidly, and which are in a very real sense unique. We have our standards which the best camps and camp leaders are following. We have our basic ethics and good practices, which still need further emphasis and enforcement. We have helped in the promotion of training and instruction. We have our own professional magazine, and we do maintain an association of practicing members. All of these elements certainly call for further emphasis and development. But I maintain that our difficulties in assuring our recognition as a professional group arise from our own too frequent acceptance of the theory, still advanced by other educational groups, that as camp leaders we still represent a separate and distinct "movement" outside of the field of recognized education. We must make clear to ourselves and to the world that above all, we are educators in the finest and highest sense of the word; that we are an essential part in the modern concept of the educational process. We must make the schools, the "group workers," the public understand that we are educators with a well defined function in the educational process, and that no other single institution, such as the school, has exclusive claim to the name of "professional educators."

If any other concept should be accepted by those concerned with the development of camping, we face a serious handicap and dilemma. The organized summer camp, especially as far as the counselors are concerned, is a short term or two month's activity. True, winter camping is beginning to be carried on to a limited degree, but I cannot foresee that all year round camping will become a genuine practice. It cannot be expected that an exclusive group of professional workers for so limited a time period can be developed. Our hope, therefore, of a future professional group of workers trained and qualified for the unique opportunities of camp education, rests upon the theory that I hold, that camping is an integral and integrated part of the educational process, that camp leaders must come in largest part from professional "educators," all of whom are trained in all phases of

education, as teachers, as group leaders, as camp counselors and directors. Of course, for those who may be or who wish to become especially interested in the techniques of camping, emphasis on camp procedures should be made in their training, but fundamentally they should be trained in the all-inclusive field of education.

I foresee a not too distant future when all educators will be a unified part of a great and all-inclusive professional group; when those primarily (though not exclusively) concerned with camping will be organized as a specialized group within the larger field of educators, with our own organization within the larger educational association, with our own magazine dealing with our unique procedures and problems. This has already happened with respect to other phases of education: the groups dealing with progressive education, with the private school, the public school, physical education, group work, etc.

This, I submit, should be our goal: not to segregate ourselves as something different and apart from the general field of education, but to be a unique professional group within the larger field which is all-inclusive. Only thus, I believe, can we persuade other groups of educators, as well as government and the public at large, to accept and recognize our claims with respect to our function in the field of education.

## Membership Campaign . . .

*(Continued from page 19)*

The active membership is available to all camp directors, counselors, camp committee persons, councils of social agencies, camp leaders, affiliated agencies and others interested in the camping field.

The associate membership is primarily for student leaders in camping and others who wish to be affiliated with camping but who do not wish to give the Association active participation and support.

The Association is what we make of it—first in membership, second in financial support and third in active participation. The responsibility is yours. Your chairman would be pleased to have each membership committee chairman or section president write the ACA office in Chicago telling us of your plans, suggestions and problems. Through a frank exchange of ideas and experiences through correspondence and by means of the Magazine, all may profit in the common cause.

Look for the ACA membership campaign page in each succeeding issue of the Magazine and we shall endeavor to keep you informed as to the progress of the campaign.

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In December . . .

**POST-WAR CAMP BUILDING**

THE CAMPING MAGAZINE

## Day Camping . . .

(Continued from page 16)

service clubs, community councils, etc. Functions should include public interpretation, advice to camp director, recruitment of volunteers, etc.

2. Parent advisory committee, to include parents of campers. Functions should include parent education, advice to camp directors, etc.
3. Day camp committee of the operating agency, usually appointed by the operating agency, i.e. Community Council, Boy Scouts, Girl Scouts, Settlement, etc. Functions include policy formation, finance, training, recruitment, public interpretation, etc.

### HEALTH AND SANITATION

Facilities and areas used must be kept in good condition. They should be inspected by the camp director or camp committee before the opening of camp for the elimination of any existing hazards, such as poison ivy, unguarded cliffs, deep water, traffic dangers, etc., and should be inspected regularly thereafter.

Space should be allowed for personal belongings of individual campers and staff.

If perishable foods and milk are kept in camps, provisions for keeping them cool must be made. Milk must be kept at a temperature not in excess of 50 degrees.

Unless a city water system is used, written approval of water used must be obtained from state or local departments of health. Ample water must be available for all purposes. Tests should be made within two weeks before camp opens and periodically thereafter.

On trips or hikes away from camp, water must be known to be safe or be made safe before using.

The swimming area must be inspected by a qualified person and declared safe and adequate. Swimming water must be approved by the state or local department of health and its recommendations must be carried out.

Facilities for water disposal, such as latrines, drains and showers, must be adequate and so located that the drainage will not contaminate the water supply.

Latrines must have pits that are fly-tight, or plumbing in good condition, and must be kept clean at all times. *Handwashing facilities must be provided at the latrines.* There must be one unit to every twenty persons.

If dishes are used, they must be thoroughly scraped before being placed in water. After they are rinsed, they should be submerged in near boiling water (180 degrees) for one minute, after which they will dry in three minutes without toweling. Dishes and cutlery should be kept free from dirt and insects.

State public health requirements pertaining to dish washing should be followed.

All garbage and refuse must be disposed of promptly and completely by incineration, by burying, or by removal from camp. The place where the garbage is disposed of, if on the site, must be kept sanitary.

The area surrounding garbage cans must be kept clean and dry. It is desirable to place cans off the ground on cement, stone, or wooden slats.

A physician should be available on call and near enough to insure protection in case of an emergency. Arrangements for emergency admissions to a designated hospital should be made in writing prior to the camping season.

Safety procedures should be an integral part of instruction in all camp activities where accidents and injuries are likely to occur. This instruction should be the responsibility of the members of the camp staff assigned to the leadership of such activities.

First-aid equipment should be available and should be in charge of persons competent to supervise its use. Transportation should be available at all times for use in emergency.

Principles of good diet should be considered if meals are served at camp.

All food handlers should be subject to the rules and regulations of the Board of Health.

There is a direct relationship between the program and schedule of the camp and the health of the camper. Tensions, pressures, and strains put upon a camper by a competitive, over strenuous, overcrowded, overstimulating program are a serious detriment to the camper's health. The program should be so arranged that the camper's resistance will not be lowered by undue fatigue and overstrain.

Full consideration should be given to the influence of social and emotional adjustment on child health, and every effort should be made to secure for each child such an adjustment to the activities, life and spirit of the camp as will result in a feeling of happiness, security, and a sense of belonging.

Reprints of the above article on Day Camping are available from the American Camping Association Office, 343 South Dearborn Street, Chicago 4.

Advertise in the *Camping Magazine*. Rates on application.

## Preventive Medicine . . .

(Continued from page 6)

embarrassing than to have a parent call and inquire about the health of the child, and the director not know that anything was amiss.

2. I believe that parents should be notified at once if a child is ill, or if he has anything more than just a very minor injury. This was very forcibly called to my attention this year. In one camp, I made calls

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just in cases of specific illness, and the parents were billed by me. The case in point was not a clear cut illness and had to be isolated for 36 hours while we were awaiting developments. The child was not very ill, but evidently no information was sent to the parents as the camp feared the publicity. The months went on and the whole matter slipped my mind. Right after Christmas I received a check from the child's father. He was most indignant because he found out about the child's illness second-hand, and he took his anger—as he said—"out on the one who had been the child's friend." Of course the secrecy defeated its one purpose, because the camp lost a good camper and had some bad publicity.

3. The giving of allergy shots is quite a feature in some of the camps. Much time can be saved if this allergy group is called together at the beginning of camp and told the day and the hours of the "shots," and that whether or not they wait twenty minutes after the shot at their own doctor's office, they must do so in camp. This "must I wait" is a time consumer.

4. As to camp bathing, I think hot soap showers at least twice a week is the best method, but in the infirmary the tub is a boon and a blessing. If there are no facilities for hot bathing, the campers should

soap themselves when they go swimming.

5. Extra care is necessary on extremely hot days. The program should be lightened, salt intake should be increased, and campers and counselors as well should keep out of the sun.

In my "guinea pig" camp, we check out in the same manner as we check in. If a child is being sent home with any cuts, colds, sores and so forth, we write a note to the parents, telling the treatment we have used and suggesting consultation with the family doctor if the condition does not seem satisfactory. If a child has had an eye difficulty, or unusual throat or ear trouble, or more than average susceptibility to cold or fatigue, we suggest to the parents that perhaps the family doctor could use some corrective measures so that the child would spend less time in the infirmary and more in camp enjoyment another year.

Camp is a place for the normal, well child. It is not a sanitarium or a hospital. Fine as it is to help a child who is physically handicapped (that is, one with a heart ailment, the "queer" child who adapts poorly, the bed wetters, or the extreme neurotics), the average child's camp should not be asked to solve such problems. Normal children are cruelly frank, and they are distressed by the abnormal.



## Program Committee . . .

(Continued from page 21)

For preliminary studies in Section Meetings

1. Six Workshop subjects (several subheadings provide ample material for discussion groups in Sections)
2. Statement of Camping's Relationship to Public Education
3. Local Resources and Opportunities for Camp Leadership training
4. Methods and Values in Camp Program Planning.
  - a. Program planning appropriate for purposes and facilities of camp
  - b. Ratio of vigorous and relaxing activities: free time and rest.
  - c. Extent of free choice by camper
    1. Age levels
    2. Experienced and inexperienced campers
  - d. Special needs and requests of individual campers; requests of parents
  - e. Related scheduling
    1. Work responsibilities
    2. Variables of weather; special occasions
    3. Time-off for staff members
  - f. Mechanics of program administration
5. Outlines of desirable practices (aiming toward A.C.A. endorsement)
  - I. Graded skills for campers' enjoyment of small watercraft
  - II. Basic campcraft standards culminating in advanced status similar to Junior Maine Guides
  - III. Essentials in the camp music program
  - IV. Outline for conservation and forestry in camp
  - V. Fundamentals in the camp program of arts and crafts
6. Brief guide for parents in choosing a camp
7. Specific aids in camp administration  
Participants urged to bring especially effective forms and worksheets illustrating planning and procedures, such as:
  - a. Instructions to staff members
  - b. Instructions to campers
  - c. Instructions to parents, pre-camp
  - d. Staff Assignments
  - e. Kitchen management
  - f. Camp maintenance
  - g. Fire protection and fighting.

For this discussion group, 4 or 5 camp directors should be assigned to lead (stimulate) discussion with their material.

Section Committees should inform camp leaders about A.C.A. publications and Camping Index reports which should be used as a foundation for studies or discussion groups under the above subjects.

## Sometimes . . .

(Continued from page 11)

girls new attitudes which will last us a lifetime. The handicapped themselves for one week felt "just like everyone else."

As I evaluate the experience it seems the handicapped girls gave more than they received. They were part and parcel of our life at Camp Alice Chester for one week. How else can so many learn from so few?

for NOVEMBER, 1945

## Fresh Air Camp . . .


(Continued from page 4)

University attempting to compete with the excellent camps privately owned, or with those operated by agencies such as the Y.M.C.A., Boy Scouts, etc. It feels that the personnel resources of the University are such that a distinctly different kind of camp can be conducted in which those resources will make a distinct contribution to the work of the agency in its work with boys of this age.

It should be emphasized that the first rule of the camp is that the boy be just as happy, have just as much freedom and as many facilities for health giving character building as at any high class camp. That he is carefully watched for clues as to the retardment of his development in no way contravenes the purpose of the regular school system. The intent rather is to supplement the school system in the task of making a normal man of the boy.

The diagnosis above mentioned is facilitated in most cases because the boy is removed for four weeks from the environmental situation which may be contributing to his trouble. Also, he is in the hands of persons who are not obligated to teach him arithmetic or geography, but to understand him and to interpret his difficulty or characteristics to the agency which sent him to camp. The camp administration tries to have three experts in charge of the educational phases of the counselors' work, for daily consultation in connection with problems which arise. This fact, combined with the fact that the counselors are all mature persons whose life work is that of dealing with children in education and social work, produces an ideal type of organization with which to attain the purposes of the camp.

To take care of those cases where the boy's trouble turns out to be physical, the organizational plan calls for a doctor or a nurse at the camp at all times. They function in two ways. They assist in making the diagnosis of the boy's maladjustment where it turns out to be a result of physical defect or condition. They are on hand to give first aid in accident cases and treatment for minor ailments. Where a case turns out to be serious, the sponsoring agency is notified and the boy is sent to the University Health Service while the agency consults with the parents as to final disposition of the case.



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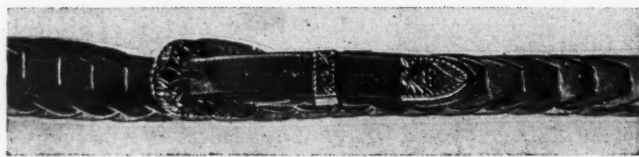
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## NOTICE OF CHANGE

EFFECTIVE JANUARY, 1946: The yearly subscription rate of "The Camping Magazine" for non-members of the A.C.A. will be \$2.50. (\$2.75, Canada; \$3.00, Foreign).

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